DOCUMENT RESUME

ED 312 016 JC 890 526

AUTHOR Lightfield, E. Timothy; And Others
TITLE Challenges toward the Year 2000: A Report of the Chancellor's Task Force on the Role of the Virginia Community College System in Economic Development.
INSTITUTION Virginia State Dept. of Community Colleges, Richmond.
PUB DATE Oct 89
NOTE 41p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Literacy; *College Role; *Community Colleges; Community Development; *Economic Development; Economic Factors; Educational Finance; Educational Objectives; Financial Support; *Literacy Education; *School Business Relationship; Small Businesses; *Statewide Planning; Technical Assistance; Technology Transfer; Two Year Colleges
IDENTIFIERS *Virginia

ABSTRACT

Developed for consideration by the Chancellor and Virginia State Board of Community Colleges, other public officials, and all citizens of the Commonwealth, this task force report examines the future of Virginia's community colleges in economic development and workplace literacy. The report sets forth ten challenges which stand as obstacles to the full realization of the state's potential for economic development and adult literacy and recommends and describes strategies for dealing with them. Underpinning the recommendations are five primary goals for the colleges: playing a proactive role in the local community; forming and advancing partnerships and collaboration with other institutions, agencies, and the corporate workplace; responding to demands for workplace literacy and training; and seeking increased funding. The ten challenges concern: (1) strategic planning for economic growth; (2) providing Virginia businesses with access to new technologies, technical data, and technical assistance; (3) preparing individuals, businesses, and industries to compete in a global economy; (4) intensifying direct support for small businesses; (5) providing corporate training and retraining; (6) actively participating in adult literacy initiatives; (7) maximizing resources within the Virginia community college system; (8) maximizing resources within the Commonwealth; (9) positioning each college as a major educational resource for local community development; and (10) obtaining adequate and equitable financial support. Information on the charge, purpose, and membership of the task force is included. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED312016

CHALLENGES TOWARD THE YEAR 2000

A Report of the Chancellor's Task Force

On the Role of the Virginia Community College System

In Economic Development

October 1989

JC890 526

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Donald E. Puyear

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

FOREWORD

I am pleased to introduce this task force report, which examines the future of Virginia's community college system in economic development and workplace literacy. The report is submitted to the Chancellor and State Board of Community Colleges for their consideration and that of other public officials and all citizens of the Commonwealth.

It is fitting that the community college system, one of the most visible institutions in the state, should re-examine its role in training the workforce of the future. The social and economic environment of the 1990s is far different from that of the 1960s when the system was founded. Virginia, once relatively insular, is truly part of an increasingly competitive global economy.

The report sets forth ten challenges and recommends a comprehensive and ambitious set of strategies on how to deal with them. One need not necessarily agree with every proposal to give them all serious consideration. Strategic planning for economic growth, technology transfer, adult literacy, and industrial training are all issues of concern to Virginia's business community and, by implication, everyone with a stake in the state's economic vitality.

It is imperative that Virginians give increasing thought to what it takes to stay competitive in the world arena. With this report, the community colleges have made a valuable contribution to that discussion.

James A. Bacon
Editor/Associate Publisher
VIRGINIA BUSINESS

TABLE OF CONTENTS

	Page
Foreword	i
Acknowledgements	iii
Overview	1
Background	4
A Context for the Future	6
Challenges and Recommended Strategies:	15
I. Strategic Planning for Economic Growth	
II. Technology Transfer as a Permanent Function	
III. Competition in a Global Economy	
IV. Increased Small Business Assistance	
V. Corporate Training and Retraining	
VI. Adult Literacy Initiatives	
VII. Maximization of Resources Within the VCCS	
VIII. Maximization of Resources Within the Commonwealth	
IX. Community College Positioning for Local Development	
X. Funding Support Assurance	
Appendices	
1. Members, Task Force on the Role of the Virginia Community College System in Economic Development	33
2. Charge and Purpose for the Task Force	34
3. Presentations from the Business Community	36

ACKNOWLEDGEMENTS

The members of the Chancellor's Task Force on the Role of the Virginia Community College System in Economic Development acknowledge and thank the representatives of the Virginia business community and agencies, as listed below, for contributing significantly to our deliberations. The task force recommendations are based upon the business community's vision of the future and delineation of demands and needs.

Governor's Employment and Job Training Council

Governor's Office of State Adult Literacy

Metro Richmond Chamber of Commerce

Virginia Business

Virginia Department of Economic Development

Virginia Productivity Center
(Department of Industrial Engineering and Operations Research)

Virginia World Trade Association

We also thank the Chancellor and the State Board of Community Colleges for the opportunity to contribute in this meaningful way to the direction of our community college system.

E. Timothy Lightfield
Task Force Chairperson
October 10, 1989

OVERVIEW

Introduction

This report and its recommendations are the result of the work of a task force appointed by Chancellor Johnas F. Hockaday, Virginia Community College System.

The charge of the 16-member task force was to review issues of economic development across the Commonwealth of Virginia, focusing on the role of the community college in economic development, including adult literacy. The charge was derived from the long range-plan report, Toward the Year 2000: The Future of the Virginia Community College System, submitted to the State Board of Community Colleges in November 1988.

The task force report also addresses and complements the report of the American Association of Community and Junior Colleges on Building Communities: A Vision for a New Century (1988) and, in particular, its description of the role of community colleges in economic development.

The task force report and its recommendations are an attempt to be visionary: to extend the present into the future, but also to reflect future positioning of the Commonwealth and its citizens. We foresee a highly competitive, extremely change oriented, and increasingly globally focused environment, set within a context of incredibly changing demographics. Major shifts in industrial and occupational growth, along with overwhelming technological advances, will continue to have profound effects on the labor market. To simply extend the present—the role of the community college and its contributions—will not be sufficient to position the Commonwealth for the year 2000.

Pivotal Directions

The task force report focuses upon five pivotal directions for Virginia's community colleges and for the Virginia Community College System—"Toward the year 2000." These are the key or primary thrusts that will be needed to make the transitions necessary for the future.

1. Proactive Role in the Local Community: Virginia's community colleges will adopt an aggressive and proactive role in economic development and outreach within the local community and region.

2. Partnerships and Collaboration: Virginia's community colleges will lead the formation and advancement of partnerships and collaborative ventures with other institutions and agencies and with the corporate workplace.

3. Workplace Literacy: Virginia's community colleges will provide leadership for the Commonwealth in responding to the overwhelming demands for workplace literacy.

4. Workforce Training: Virginia's community colleges will ensure increased responsiveness to workforce training and retraining needs and requirements.

5. Funding Support: Virginia's community colleges will seek increased general fund allocations, adoption of funding incentives, and development of alternative revenue-producing mechanisms in full support of economic development activities and programs.

Challenges and Strategies

The report identifies ten challenges along with specific recommended strategies for change responsive to each challenge. These challenges stand as obstacles to the full realization of the potential for economic development and adult literacy increasingly expected by the business community and, indeed, all of the Commonwealth.

Challenge I. Strategic Planning for Economic Growth

Virginia's community colleges face the challenge of becoming active partners with local agencies and institutions in the preparation and analysis of strategic plans leading to the welfare of the local economy and to economic growth.

Challenge II. Technology Transfer as a Permanent Function

Virginia's community colleges face the challenge of providing Virginia businesses with access to new technologies, technical data, and technical assistance in order that they might apply innovative technology to improve their economic performance.

Challenge III. Competition in a Global Economy

Virginia's community colleges face the challenge of providing programs and services that contribute meaningfully to the preparation of individuals and to the potential for business and industry to compete in a global economy.

Challenge IV. Increased Small Business Assistance

Virginia's community colleges face the challenge of intensifying direct support for small business development within the local community and for positioning small businesses and emerging entrepreneurs to survive and prosper.

Challenge V. Corporate Training and Retraining

Virginia's community colleges face the challenge of equipping the workforce of Virginia with the technical and productivity skills needed to operate and maintain advanced technologies and compete successfully.

Challenge VI. Adult Literacy Initiatives

Virginia's community colleges face the challenge of becoming active partners in the development and offering of programs responsive to the needs for literacy training in Virginia.

Challenge VII. Maximization of Resources Within the VCCS

Virginia's community colleges face the challenge of providing a broad-based range of educational services for economic and human resources development to ensure effective and responsive actions between the community colleges and businesses.

Challenge VIII. Maximization of Resources Within the Commonwealth

Virginia's community colleges face the challenge of building partnerships and extending the network of cooperation between the individual community colleges, the Virginia Community College System, and other national and Commonwealth initiatives dedicated to increased economic development activity.

Challenge IX. Community College Positioning for Local Development

Virginia's community colleges face the challenge of positioning each college as a major educational resource for all kinds of community activities, including developing new ideas for community improvement, serving all segments and ages, and facilitating the work of other community agencies.

Challenge X. Funding Support Assurance

Virginia's community colleges face the challenge of extending educational training and services as a mainline purpose while receiving adequate and equitable funding support.

The extensive and detailed set of recommended strategies respond to each of these future challenges. The list of strategies includes those for attention as a coordinated "system" for the Virginia Community College System. But the list also includes those challenges directed at each of Virginia's community colleges for consideration and action, depending upon particular local needs and commitments.

Unabashedly we present a comprehensive report with an action agenda and a mandate for change. The report should be dutifully considered not just because it is the appropriate mission of the community colleges to meet these challenges, but because Virginia's business community must have these services and this leadership. Indeed, the challenges and recommendations are best thought of as initiated, not from the community colleges' system, but from Virginia's corporate community and business leaders.

Current times require attention to these strategies and to the major thrusts identified for Virginia's community colleges in economic development; the future demands it.

BACKGROUND

From their earliest days, Virginia's community colleges have been entwined in the economics of the Commonwealth. Evolving, in some cases, from vocational/technical centers and university branch campuses, and in other instances from a concept, participation by the community college in economic development activities literally predated establishing of the formal institutions.

The levels of involvement and the roles that have been played by the various community colleges are varied. While all institutions have continuing education programs, the focus of each has been directed at matters significant to local needs. A large and varied number of economic development initiatives have been established as the Virginia Community College System has taken a meaningful support role in improving the economic base.

The wisdom of community college leaders in promoting industrial training has been a key ingredient in the success that has enabled the VCCS to rise to a leadership position in economic development. The willingness to conduct specialized, quality training, either on campus or on-site, has been so well received that it is now taken for granted. Furthermore, Virginia's Department of Economic Development now relies on this capability as a major selling point to businesses being recruited to the Commonwealth. In addition, the Department often uses the VCCS's industrial training expertise on a contractual basis to serve companies locating in Virginia and existing businesses which are expanding.

In many areas of the Commonwealth, the local community college campus serves as a leading edge of economic development activities. Many of the colleges work with area chambers of commerce and other organizations and agencies interested in economic development of the locale or region. The availablility of specialized education and contract training programs has been a factor in numerous decisions for plant expansion and location.

Virginia's community colleges continue to revise and revitalize their technical certificate and associate degree programs, skill upgrading courses, apprenticeship, customized training, and continuing education. These educational services range from adult literacy to basic skills instruction, from technical offerings to management seminars, and from highly technical courses for graduate engineers to career planning seminars.

In recent years, the Virginia Community College System has achieved recognition as a model state system. To further broaden the position in economic development, however, the VCCS combined forces in 1987 with the Commonwealth's Center for Innovative Technology to expand opportunities for technology transfer applications.

Through the years, the community college has formed a solid foundation on which to develop qualified employees for business and industry. Businesses and industries have come to rely on the expertise of instruction in the community colleges to provide their specific training and retraining programs.

Since its inception in 1966, the community college has traditionally been a resource for business and industry to gain technical employees, as well as gain expertise for training and retraining programs for current employees. This traditional role has evolved to include an even closer relationship between business, industry, and the community colleges and to stimulate articulation of a clearer leadership role in local economic development activities and initiatives.

A CONTEXT FOR THE FUTURE

Virginia's Heightened Interest in Economic Development

State and local officials, corporate and community leaders, and the general public comprehend the growing importance of technology, education, and information to job formation, increased productivity, and economic development in Virginia. They depend on Virginia's community colleges to provide foundation and technical skills for the growing number of occupations that require far more than the basics but less than a baccalaureate. More and more, they are also depending on community colleges for ongoing training and for technical assistance to small businesses. As a result, the community college is emerging in Virginia as the educational institution best suited to bridge the gaps between theory, practice, research, commerce, and productivity.

The contributions of Virginia's community colleges to economic development are most visible at the local levels. Community colleges help attract new industry, cooperate with the local chambers of commerce and other agencies to retain industry, design and deliver training and retraining, develop entrepreneurship, and assist others in obtaining grants and contracts. They encourage international business, survey community resources and industrial needs, provide assistance to displaced workers, and in general, respond to specific, local conditions.

The heightened interest in economic development and growth in Virginia is basically a result of the economic issues that have beset the nation in recent years. Increased business activity and enhanced capacities to produce goods and services caused in part by economic development efforts, will create more jobs, yield greater tax income and higher consumer spending, and in general, provide more favorable economic conditions. There is an emerging awareness of how community colleges can contribute to economic development efforts. There is more attention on the global economy and on Virginia's initiative in world trade and of the importance of education in that international marketplace. There is a growing civic consciousness that investing significantly in education today is critical if Virginia is to to establish the foundation for increased prosperity and opportunity tomorrow.

The Changing Workplace

Virginia faces a future in which shifts in the technologies, production processes, and management styles of the 21st century will proceed with few certainties and with dazzling change in an environment of fierce, often predatory, global competition. New occupational standards will shatter prevailing definitions of worker competence. Acceleration of technology will render established products and processes obsolete, eliminating thousands of existing jobs and rapidly transforming thousands of others. The widespread availability of technology will affect the competitive advantage among industries, firms, and locations not only within the Commonwealth, but worldwide. The demography of the workforce will change: shifting distributions of younger and older workers, more women entering the workforce, and labor forces more racially and ethnically diverse.

Technological applications are constantly changing the workplace. As a result, employers want a different worker—one with a broad set of basic workplace skills,

including creative thinking and problem-solving abilities. Employers place a premium on workers with a solid foundation of basic skills, such as reading, computation, and communication, that help them learn on the job. Superior technical skills will be a must; yet workers will need much broader understanding of production processes.

Costs of this education, this human resource development, are high; but the costs of not educating and not training will be even higher. The gap that exists between the skills of our workers and those required in the workplace will result in a high level of on-the-job accidents, increasing absenteeism, declining product quality, and billions of dollars in productivity, time, and tax-revenue lost.

The educational level of the labor force is becoming increasingly significant as a factor in local economic development. Other factors, such as reasonable taxes, wage rates, cooperative lending institutions, available land, quality of life, regulations, and transportation are still important in attracting and retaining business firms. But, the desire of businesses for a well-educated labor force and for a community with an environment that caters to such a labor force has become of primary importance. Clearly, a state or community that fails to be concerned about the education of its labor force might eventually not be able to compete for economic development with other communities that give more emphasis to education and more resources to education.

Education has become the crucial factor in local economic development because of the effect of education on labor productivity. The more a community can promise in labor productivity to business, the better are the community's chances for attracting and retaining businesses. With the future to be dominated by service and information technology enterprises, the competitive advantage will increasingly rely on skill and an adaptable workforce.

Overall, there will be a need for workers who can secure training, find jobs, be productive, and advance and shift between positions and occupations with ease and confidence. Educational requirements to gain employment and to retain jobs will continue to rise, but workers will need additional training and retraining throughout their careers. There must be ways and means to provide remedial education and pre-entry-level training for disadvantaged and impaired workers, entry-level training for new workers coming into the labor force each year, continuing training and education for the vast majority of workers who will need a lifetime of skills improvement, professional development for people pursuing multiple careers, and retraining and adjustment assistance for the people who are displaced from their jobs or occupations each year.

Challenges and Opportunities

In response to these challenges of an unknown future and to further efforts of economic development, Virginia calls upon its community college system. Consequently, Virginia's community colleges will face new and compelling opportunities to contribute to the public good, form innovative coalitions, attract students, increase their resource base, and engage in relevant and existing teaching and community development. Community colleges will play a significant role in pulling together the workforce, employers, labor organizations, pre- and post-secondary schools, alternative training programs, and government agencies and departments to meet the challenge of the future.

The most practical way to confront the challenges of rapid, uncertain, and unrelenting change in Virginia is to improve the Commonwealth's ability to adapt to the future, whatever it brings. As community colleges have always been the first educational institution called on to react to technological change and to respond to changing labor market needs, they can be the key participant in helping Virginia shift to tomorrow's economy. Our twenty-three community colleges must be equipped and prepared to do the job and to lead with distinction in all these strategies.

Five Pivotal Directions for Virginia's Community Colleges

If Virginia's community colleges are to play this critical leadership role, concerted efforts and special attention are required for five pivotal directions as discussed below:

. PROACTIVE ROLE FOR LOCAL COMMUNITY

Virginia's community colleges will adopt an aggressive and proactive role in economic development and outreach within the local community and region.

Support for economic development is nearly unanimous. There are opinions, however, which suggest that institutions of higher education, particularly community colleges, should not participate directly in "economic development" efforts. Skeptics might believe that community colleges have little or nothing to contribute, or simply that an active role is not appropriate. Academic programs and technical courses are sufficient.

Clearly, as has been evidenced by the several presentations to the task force during its deliberations, many leaders of business and industry feel otherwise. Furthermore, the results achieved by the community colleges are more than ample evidence that these efforts represent time, energy, and resources well spent. Economic development enhances the life of the communities where it occurs in many ways, and that is what community colleges are all about. Whether providing customized training for new or expanding industries, assisting dislocated workers through retraining programs, or teaching small business entrepreneurship, Virginia's community colleges can contribute to the welfare of their communities.

The community college should move from a passive ingredient of, or reactionary agent to, economic development. Instead, the community college should serve as the catalyst for local economic development and growth. The colleges must fashion their economic development goals to meet the needs of the local communities, and they must be supported in doing so. The colleges must continue to add impressive varieties of new and innovative functions to revitalize businesses, expand the number of job opportunities, and assist in the positioning of businesses and industries to function competitively and productively.

The vitality of the small business sector will be increasingly important to Virginia's economic growth in the future. Most small businesses cannot flourish without sustained help and investment. The future will require that community colleges show the same vigor in promoting business innovation, productivity, and application as they do in building a competitive workforce.

The task force sees the community college's economic development mission as being the primary social movement for the next decade and beyond. The community college must help Virginia capitalize on the benefits of technological innovation and stimulate new business growth in an aggressive fashion. The community college must be immediately sensitive to economic trends and community development needs, and it must penetrate actively into community life. The community college must prepare its local community and its business for the acceptance of change and for greater use and understanding of technology in the workplace. Local businesses must accept that, without this adaptability, they will not prosper and perhaps not survive. The community college must position its local areas to be prepared to accept the dynamic, perhaps even chaotic, work environment and help businesses help themselves through the management of organizational improvement.

. PARTNERSHIPS AND COLLABORATION

Virginia's community colleges will lead the formation and advancement of partnerships and collaborative ventures with other institutions and agencies and with the corporate workplace.

Partnerships are perhaps the most highly publicized strengths of the community college system. Virtually all the community colleges have successfully stimulated economic development with the private sector and other educational institutions. All have evidenced extraordinary collaborative arrangements with local agencies, chambers of commerce, and entrepreneurial groups active in expanding economic entrepreneurship of the local community.

The task force sees the need for the local community college to take an even stronger leadership role working with their districts and colleagues at other educational institutions as well as in the public policy arena. Working with industry, labor, and government, the community colleges can sponsor or participate in local efforts to assess the impact of broader trends on the economy that will in turn impact on the skills and competencies that will be needed by employers in the future.

Because many of the new jobs are created in small firms instead of large firms, greater efforts and more extensive strategies will be required. Instead of conferring with the personnel director of a single large company, the colleges will increasingly need to work with groups of smaller firms, such as trade associations and members of local chambers of commerce. More sophisticated mechanisms to assess workplace training needs and local trends will be necessary.

Frequently, educational institutions and the internal training departments of large companies have viewed each other as competitors, distancing themselves from each other. New approaches will be needed to achieve greater communication and coordination between the in-house trainers and the outside educational institutions.

The community colleges can play a key role in identifying, organizing, and coordinating the providers of education and training in their communities and in developing appropriate curricula. The community colleges can also actively disseminate information on successful education and training programs, particularly those serving

special populations. And the community college can play a major role in stimulating international trade, global economic awareness, and cultural sensitivity.

In the future, the community college will need to broker the full range of services, technological expertise, and resources available to the local businesses. The community college represents an ideal tool for the "networking" of regional, state, and local resources and opportunities and for the evaluation of programs to ensure that they provide proper foundation to accommodate local economic development goals.

There is a need for improved coordination with both high schools and universities. Natural extensions of "two plus two" and "one plus one" must occur with more regularity and smoother articulation. There must be a strong network that stretches between secondary school systems, proprietary schools, four-year institutions, and other community colleges.

The community college system in Virginia should expand its role as a convenor in the community for the advancement of economic development. The system and its colleges should be challenged to find the best methods, and perhaps the best institution for getting the job of education completed in the most cost-effective and productive manner.

. WORKPLACE LITERACY

Virginia's community colleges will provide leadership for the Commonwealth in responding to the overwhelming demands for workplace literacy.

Virginia has almost 670,000 adults who do not possess the basic skills to be active participants in the economic development of the Commonwealth. It is self-evident that an educated work force is attractive to the expansion of existing industries and for the recruitment of new industries. This element of concern is beyond the negative social impact of a public which is non-literate.

Literacy efforts within Virginia have been assisted by the Virginia Literacy Initiative, a combined public and private endeavor to expand and coordinate literacy education. Private sector programs are encouraged by the Virginia Literacy Foundation, which seeks to raise funds for volunteer activities. The State Adult Literacy Committee was founded to expand and coordinate current state agency efforts with those of the private sector in the delivery of literacy services.

Despite these combined efforts and initiatives, Virginia is just beginning to have an impact relative to the overwhelming problems of adult illiteracy. The combined efforts of both public and private sectors have been reaching less than 6% of the population in need.

Public efforts are handled through the State Office of Adult Literacy, which is responsible for expanding and coordinating the literacy efforts of various state offices. Several of these programs include workplace literacy efforts with funding coming jointly from the State Department of Education and the businesses involved.

There is a formidable challenge to address the gap between the work force requirements of the Commonwealth and the training necessary to upgrade the skills of the current work force. Ranks of adults from which the work force is drawn are weakened by the serious and stubborn educational deficits and illiteracy. As the work place cries for an ever-increasingly prepared work force, the gap is widening between the numbers who are literate and the low education attainment rates. This gap will undoubtedly undermine Virginia's ability to capture economic opportunity in the future.

Because of its focus on the local community and its service to adult populations, the community college is the ideal agency through which to concentrate on workplace literacy initiatives. The community college can work directly with business and industry to encourage them to start and expand company-based literacy and training programs. The community college can initiate a coordinated comprehensive system with a capacity to leverage public and private resources to upgrade workplace literacy, along with the basic and technological skills of Virginians.

The community college also can serve as local resource centers advocating community-based approaches and initiatives and bringing together all local and regional resources to address literacy needs focused on the work force. The community college can facilitate attention to the variety of services available as best suited to adult individual backgrounds, needs, and interests. Furthermore, the community college can undertake total community awareness about adult literacy and the inhibiting barriers to participation.

The community college can best identify current and prospective employees who lack the communication and computation skills necessary to enter vocational programs or to obtain or maintain employment. The instruction could then be directly focused on an identified population of students within an existing business or industry, which would enter into a cooperative partnership with the community college to address the literacy needs.

These efforts will ensure that employers have an available pool of prospective employees who have the basic skills necessary to perform at entry-level occupations and the skills necessary to adapt to technological advances in the workplace. Workforce literacy programs directly support economic development through the provision of instruction that raises the literacy rate of people in Virginia and assists in the development of a trained work force. Workforce literacy becomes a major human resource potential issue, removing a huge barrier to learning and to further basic or technical training.

WORKFORCE TRAINING

Virginia's community colleges will ensure increased responsiveness to workforce training and retraining needs and requirements.

Community colleges have historically been Virginia's major vehicle for the training of the workforce, particularly the technical workforce. The community college system has shown welcome foresight in establishing programs and courses responsive to needs and in redesigning curricula to fit anticipated changes in the workplace. Through

customized industrial and governmental training programs, the colleges have helped many businesses and agencies modernize.

Yet the community colleges in Virginia are strategically located to play a far greater role in meeting the needs for a trained workforce. The community college is positioned between the research universities and the local businesses that use the research and technological advances. The community college can assume a more critical leadership role in developing programs that will assist in the technology transfer process. And, our community colleges can respond even more dramatically to the demand for more technically trained workers with the skills to use new equipment and to understand the total productivity operation.

The rapid pace of technological change and rising costs of keeping up with the latest advances in equipment and methods are causing each community college to become more selective about the programs that it can continue or adopt. The colleges have had to identify their respective technology niches and concentrate resources on a specific set of programs. At the same time, potential and expanding businesses expect more help at each stage and more technological training within each stage.

Of all the innovative things community colleges can do to promote technological advances in economic development, customized training remains the central ingredient. Technological change and continuing education are inseparable, and both are critically important to a growing economy. Being in commuting distance of most businesses, the local community college has a major advantage over universities. Community colleges can provide both onsite courses and conferences, along with delivery of instruction through telecommunications, extended learning modes, and apprenticeship programs. Yet the community college must be able to package programs in flexible formats, with company preferences and workers' levels of consumption and lifestyles taken into consideration.

Furthermore, many of the entrants into the labor force, as well as those re-entering, will increasingly be members of special populations currently served predominantly by the community college. The community college can be an increasingly powerful route for channeling human development and training programs to minorities, women, immigrants, dislocated workers, senior adults, and disabled individuals, and for meeting the need for new workforce entrants. Virginia's community colleges can be the leading edge in extending learning opportunities to citizens of rural and outlying communities where access is limited and sophisticated technological infrastructures are lacking.

As a teaching institution, the community college is characterized by a special and personal concern for the student. The colleges can help students make sound educational and career choices. The colleges can help students and workers assess their interests and potential and provide information on the skill needs of employers and on maintaining and changing a job. These services will be increasingly needed in preparation for the year 2000 in Virginia.

. FUNDING SUPPORT

Virginia's community colleges will seek increased general fund allocation, adoption of funding incentives, and development of alternative revenue-producing mechanisms in full support of economic development activities and programs.

Despite rapid growth in enrollments and the expansion of economic development activities, the funding of educational opportunities continues to be a problem. The Commonwealth has not fully distinguished the economic value of community colleges or provided a stable funding base to reflect commitment to economic development priorities and initiatives. Furthermore, each community college is faced with having to make difficult decisions about providing funding in support of economic development activities rather than fund other priorities of the College which may have higher order needs. These colleges must fund short term options in deference to longer range needs.

In the competition for public support dollars, the emerging contributions of the community college to economic development surely can be weighed favorably. Given the growing demands, the accelerated influence of technology on working jobs, the deepening involvement in a global economy, and irreversible demographic shifts, economic development programs clearly address social and community needs and the Commonwealth's priorities. Consequently, a stable funding base and an allocation system which provides for incentives or local initiatives must be advocated.

The community colleges are moving forward as the leading edge of preparing workers for jobs today and for future opportunities. They are helping to accelerate and transfer new technology and intensifying support for business and industry. By continuing these efforts, the community college system in Virginia can speed the pace of technological advancement and prosperity.

The demands may be heard loudly by the local business community. They must receive the needed educational services; if they don't find the services from available sources, they will create the service or they will relocate. In the competitive marketplace, Virginia cannot stand idly while its neighbor states provide the needed educational funding support to respond to the year 2000 and beyond.

The twenty-year history of the community college system in Virginia has seen the burgeoning of cooperative efforts between the community college, business, and government. These efforts are intended to tighten the connections between education and the needs of the Commonwealth for training workforce and to improve overall educational quality and productivity. The efforts are stimulated by the financial needs of the community college, or more appropriately the financial needs of its citizenry for educational access and opportunity. Since funding from public sources continues to fall behind the pace of economic development, the community college must seek alternative sources of revenues and innovative partnerships and collaborative ventures.

The press of external factors, the expectations from the business community, and current and future trends demand and even force each community college to be a serious player in economic development. Yet many of the desired and needed educational

services for economic development are not credit courses and hence, do not produce state revenues. A funding model, based upon the principle that if the service does not produce credit enrollments it cannot be funded, is dysfunctional to all economic development efforts. That concern cannot be overstated.

Current policy focuses on the personal and individual benefits of educational opportunities rather than upon the real contributions made by education to the full community and the entire Commonwealth. Consequently, the services of customized training and other emerging economic development activities must be undertaken as "self-supporting" without recognition of the economic value to the community.

The true benefit of education, as evidenced by many other countries emerging as national economic powers today, is to the state. Virginia must recognize that the benefits to the Commonwealth are far greater than to the individual. There must be an adjustment to the general appropriation funding formula to provide the dollars for these crucial economic development efforts and initiatives. This creates a need for the local community college, as well as the VCCS itself, to concentrate on a proactive role.

CHALLENGES AND RECOMMENDED STRATEGIES

This section of the task force report identifies and describes ten significant challenges to the Virginia Community College System and to each local community college in addressing Virginia's adult literacy and economic development needs and requirements—"Toward the Year 2000."

For each challenge, the task force puts forth a set of recommended strategies. Each strategy is offered to position the community college and the VCCS to respond meaningfully to that challenge. Some of the strategies are directed at the VCCS in anticipation that the System can effect the changes seen as necessary for all of Virginia's community colleges—for the whole Commonwealth. Other recommended strategies are directed at each individual community college to consider depending upon its local needs, the available resources, and its particular institutional goals and direction.

CHALLENGE I STRATEGIC PLANNING FOR ECONOMIC GROWTH

Virginia's community colleges face the challenge of becoming active partners with local agencies and institutions in the preparation and analysis of strategic plans leading to the welfare of the local economy and to economic growth.

Background and Position:

Each community college should enhance economic development efforts in its service region through active support of the region's lead agencies charged with economic strategic planning—chambers of commerce, city/county agencies, state agencies, and private sector groups/individuals.

The role of the community college is in terms of local economic growth, not that of the "lead agency." The primary mission of a community college is the provision of instructional and support services to a region, not the initiation of new business leads and contacts, nor the retention of existing business, industry, and government.

The community college can play a major leadership role in assisting lead agencies in performing strategic planning for the service region. Strategic planning has been used by the private sector extensively in the last twenty-five years and has increasingly been utilized by state and local government in the past decade.

In Virginia, a number of major private sector employers, to include Virginia Power, Bell Atlantic, and Landmark Communications, have made major investments in strategic planning. The current governor has created a state office of strategic planning, and that office has supported economic planning efforts by many state agencies leading to plans dealing with subjects as diverse as transportation and historic preservation. A number of regions or municipalities around the state have undertaken major strategic planning efforts.

Community colleges should become knowledgeable about the existing strategic plans of public and private sector actors and should develop an ability to perform strategic economic planning. Community colleges may also lend faculty and staff expertise to support the strategic planning processes for those municipalities or other economic development actors in its service region. While strategic planning is an analytic process involving the assembly and analysis of data, it is also a community needs assessment and a community education process.

As a community education partner, Virginia's community colleges can assist in setting the economic development agenda for a service region, to include the role to be played by the community college in seeking to fulfill that agenda.

Recommended Strategies:

I.A Strategic Planning Support: Each community college should be increasingly knowledgeable about the existing strategic plans of the public and private sectors for community and economic growth and should further its ability to perform strategic planning focused on local economic development.

I.B Community Needs Assessment: Each community college should expand its capability to conduct and support local assessments of needs and interests for training, education, and economic development activities.

I.C Cooperation With Chambers: Each community college should establish the responsibility and affirm its commitment to support and contribute meaningfully to the work of local economic development efforts including local government(s) and chamber(s) of commerce.

I.D Cooperation With Universities: Each community college should develop cooperative partnerships with the local university which focus on a particular region of Virginia and which contribute to economic growth and development.

I.E Initiation of Business Opportunities: The VCCS should establish regional clearinghouses within the community colleges to track the emerging work force needs and trends in areas served by the colleges.

I.F Business Recruitment: Each community college should be an integral part of local business recruitment and expansion efforts.

CHALLENGE II TECHNOLOGY TRANSFER AS A PERMANENT FUNCTION

Virginia's community colleges face the challenge of providing Virginia businesses with access to new technologies, technical data, and technical assistance in order that they might apply innovative technology to improve their economic performance.

Background and Position:

During the past 50 years, more knowledge has been available than in all earlier history. Paradoxically, the need to use this knowledge to develop programs to enhance productivity in the United States and Virginia has reached an unprecedented level. This is evident in a general way as names that were once considered "foreign" to us are now the products and services used in our everyday activities. Affordable, acceptable, and non-intimidating programs beyond classrooms and laboratories are needed to use this knowledge practically. Not having this conduit is a particularly significant shortfall to most businesses.

An example of profound changes in Virginia's ability to compete in manufacturing is evidenced by 1970 figures showing 24% of the jobs in the state in manufacturing, in contrast to only 17% in 1986. Further declines occurred through 1988 as manufacturing employment declined by over 1700 jobs or approximately .5%.

Rapid changes have resulted in new challenges for leadership; risk taking is becoming a necessary part of modification for change. In an era of dramatic, fast-paced technological change, community colleges can be a valuable partner of business and industry in the preparation of a trained labor force. This partnership will mean keeping pace with change as well as advancing change through leadership for labor and industrial development. Rapid social and technological change during this decade will require companies to have the necessary tools to survive.

Providing economic and technology enhancement programs will utilize one of the primary attributes of the community college—flexibility. Employers will look to community colleges to provide information and timely programs to respond to rapid changes. This involvement will require community colleges to keep pace with change as well as advance change through leadership. Virginia's community colleges must accept responsibility for meeting changes in technology and the economy.

In 1987 a program was begun in Virginia to encourage and facilitate involvement with, and use of, the Commonwealth's colleges and universities by existing and emerging businesses. This program was established as a function of the Center for Innovative Technology (CIT) and the Virginia Community College System. The stated mission was to improve the economic performance of small and medium sized businesses by enhanced accessibility and greater utilization of colleges, universities, and federal and state laboratories. This was a bold initiative starting as a three-year pilot program of nine Directors of Economic and Technology Development at selected community college sites.

The task force supports the premise that these pilot efforts should be expanded to a statewide permanent program. Accordingly, the task force adopted the following resolution, submitted to the Chancellor for consideration:

> The Task Force on "The Role of the Virginia Community College System in Economic Development" supports the expansion of the Center for Innovative Technology, Technology Transfer Program to encompass all areas of the Commonwealth.

The Task Force supports the establishment of the permanent program as a partnership between the Center for Innovative Technology and the Virginia Community College System, with Directors of Technology Transfer to be located at selected community colleges throughout the Commonwealth where they may best serve business and industry and assist them to enhance their economic performance.

The Task Force believes that this program will interface with the Department of Economic Development, Center for World Trade, and other state agencies and be a catalyst to involve the community colleges in the pursuit of enhancing Virginia's economic development.

Through establishing the Center for Innovative Technology, Virginia has put itself at the cutting edge in the ability to work with businesses to access and use new technology. The VCCS is ideally situated to be the conduit to every part of the Commonwealth through which businesses and higher education interface with the Center and its vast resources of knowledge.

Recommended Strategies:

II.A Expansion of the Center for Innovative Technology: The VCCS should support the expansion of the Center for Innovative Technology and its technology transfer program to encompass all regions of Virginia.

II.B Direction of Technology Transfer: The VCCS should establish an ongoing partnership between the Center for Innovative Technology and the System, with a director of technology transfer to be located at selected community colleges throughout Virginia.

II.C Promotion: The VCCS should encourage promotional efforts to raise awareness and understanding of the Center for Innovative Technology and the program's benefits among potential clients and businesses in Virginia.

II.D Innovation Centers: The VCCS should request that the Center for Innovative Technology be expanded so that innovation centers which nurture new technology businesses are set up in cooperation with a community college and to provide learning labs which simulate technologically advanced work environments.

CHALLENGE III COMPETITION IN A GLOBAL ECONOMY

Virginia's community colleges face the challenge of providing programs and services that contribute meaningfully to the preparation of individuals and to the potential for business and industry to compete in a global economy.

Background and Position:

In 1988 Congress passed the Omnibus Trade and Competitiveness Act. The bill was designed to help open foreign markets for U.S. goods, strengthen the position of domestic industries, and give a boost to existing trade programs.

The U.S. Commerce Department conducted a survey in 1988 to determine the interest of American companies in expanding their businesses abroad. The survey showed that U.S. companies plan to spend $44.1 billion in 1989 to expand their businesses overseas as compared to $42.3 billion in 1988. Of the factors the U.S. Commerce Department survey cited as contributing to a renewed U.S. interest in foreign investments, the European communities plan to create a single market by 1992 ranked as the most important.

Year 1992 will ring in a new era in Europe. Twelve countries comprising the European community will come together as one unified market. These countries will remove their remaining trade barriers by adopting more than 300 directives which set business standards applicable throughout Europe. A more integrated common market will be the dramatic result.

These European community efforts are designed to merge all aspects of business and services into a single entity. Regulations between member states will be standardized to achieve a free flow of goods, services, people, and capital. A market estimated at $1 trillion serving 320 million people will be the second largest in the world. Only the U.S. market will be larger.

To compete in this environment, Virginia must educate the existing workforce and future workers to meet this challenge. Through the Governor's leadership, and through proactive efforts by the Virginia World Trade Council and other agencies and concerns, the Commonwealth is making strides to be a player in the emerging global economy.

However, more concerted efforts and new initiatives must be taken to achieve any reasonable advantage in the global market. Virginia's community colleges hold a key, potentially the most significant educational key, to place the Commonwealth in that advantage.

Recommended Strategies:

III.A Curriculum: Each community college should examine its broad curriculum and extend opportunities for learning to assure an appropriate emphasis on world trade, the global economy, and international business.

III.B International Business Programs: Each community college should explore the needs for development of an international business/trade degree program and/or study emphasis.

III.C Statewide Data Bases: The VCCS should participate in and support the efforts of the Virginia World Trade Council to develop statewide data bases which advance international trade opportunities, e.g. interns, foreign student services, employment opportunities, continuing education, student and faculty exchange, and study abroad.

III.D International Technology Transfer: The VCCS should advocate that the Center(s) for Innovative Technology incorporate a focus on international technology transfer.

III.E International Development: The VCCS should establish formal relationships with national organizations which focus on the community college role in international development, in order to provide opportunities for meaningful study by international students at Virginia's community colleges.

CHALLENGE IV INCREASED SMALL BUSINESS ASSISTANCE

Virginia's community colleges face the challenge of intensifying direct support for small business development with the local community and for the positioning of small businesses and emerging entrepreneurs to survive and prosper.

Background and Position:

Increasingly in Virginia the community college is an active promoter of economic development for small business in its service area. Many use a three-prong small business strategy of industrial training, technical assistance, and resource information.

Community colleges can serve as training grounds for entrepreneurs and local business people seeking technical assistance. The community college exemplifies the ability of a higher education institution to adapt to changes in the local economy and to provide assistance programs geared to the community. Examples include: management assistance, technology transfer services, small business survival training, small business incubators, and the brokering and networking of support data for the small business.

This assistance helps the small business produce and evaluate new business proposals and expansion plans including business plans, start-up cash requirements, marketing strategies, break-even point calculations, cash-flow analysis, taxation, and insurance. Staff at the community college can help produce financial reports and loan packages from data supplied by small business clients.

Community colleges provide career counseling to a number of potential entrepreneurs each year. Credit and non-credit course offerings help individuals build managerial skills needed to start small businesses. Specifically designed courses and training provide skills and knowledge necessary for small business survival.

A recent survey that was conducted by the Journal of Small Business Management (April 1989) provided summary data on the characteristics of small businesses:

Most firms were in either retail (39.6%) or service (37.5%) businesses. The remaining firms (22.9%) were in other business categories such as finance, construction, agriculture, wholesale, professional, and manufacturing.

Over one-half (58.8%) of the small businesses operated as sole proprietorships, while 17.5% were partnerships and 23.7% were corporations.

Almost all of the firms served either a local (69.8%) or regional (26.0%) market. Only 4.2% of the small businesses served an international market.

Most firms (51.4%) had an initial capitalization of less than $20,000. Of the remaining firms, 27.8% required $20,000 to $50,000; 11.4% required $50,000 to $100,000; and only 9.4% required more than $100,000 to begin operations.

The development of funds and training grants for a community college to set up a Small Business Development Center (SBDC) in Virginia can be found in a number of areas. The State Department of Economic Development is issuing grants to establish a network of SBDC's throughout the Commonwealth. Other sources include the Vocational Education Act grant, Job Training Partnership Act, Title II and III funds, Employee Specific Skills Training Grants, Regional Economic Partnership Program, Economic Development Administration, Urban Development Corporation, and Small Business Administration.

Historically, community colleges have adapted their services to the needs of their service area. Community colleges in the Commonwealth find themselves as an essential resource to promote economic development in their communities.

Recommended Strategies:

IV.A Small Business Development: Each community college should either establish or affiliate with a small business development center to provide technical assistance.

IV.B Small Business Development Director: The VCCS should seek funding support to employ a small business development director at each community college who will provide for counseling support, business information services and referrals, and economic development liaison.

IV.C Small Business Development Grants: The VCCS should seek funding so that grants may be solicited and awarded for purposes of supporting initiatives which provide educational programs and services which promote economic and small business development.

IV.D Contract Procurement Assistance: Each community college should provide direct contract procurement consulting services to area businesses interested in competing for government contracts.

IV.E Small Business Incubators: Each community college should affiliate with or support incubator services, create an environment which will help start and operate new businesses within the local community.

IV.F Productivity and Change: Each community college should provide support services to area businesses that will assist them in responding to changes in the workplace environment, demands for increased productivity, technological reliance, and product quality emphasis.

IV.G Workplace Literacy Leadership: The VCCS should initiate a leadership response to workplace illiteracy needs with the Office of State Adult Literacy, Department of Economic Development, and the Office of Small Business Assistance, and develop and implement a cooperative statewide plan.

CHALLENGE V CORPORATE TRAINING AND RETRAINING

Virginia's community colleges face the challenge of equipping the workforce of Virginia with the technical and productivity skills needed to operate and maintain advanced technologies and compete successfully.

Background and Position:

Three of the most powerful forces that will shape our future are already apparent: the accelerating influence of technology on work and jobs, American's deepening involvement in the global economy, and major demographic shifts. These forces have far-reaching implications for business, for the people required to do the work, and for the educational institutions that must prepare them for that work.

The total budget for training and development in the United States is $210 bullion per year, a figure rapidly approaching the total U.S. budget for formal education, which is $238 billion per year. The business/industry sector critically needs assistance in meeting the training and retraining needs of its employees.

There is a growing awareness that the nation's system of more than 1300 two-year colleges and institutions represents a powerful resource in American strategy to respond to the challenge of global competition and technological change. Traditionally, workers and businesses have been left to shift for themselves in responding to the changes in labor demands. The task force supports increased efforts by the VCCS to respond to the training needs of business and industry in the Commonwealth.

Virginia's community colleges should be involved in providing customized job training and apprenticeship training for area commerce and industry. Customized training programs should be tailor-made to fit the specific company's desires; whatever the subject matter, the college should design or broker a training program to address the needs. Apprenticeship programs enable on-the-job experience to complement classroom training. The task force recognizes the importance of greater flexibility in curriculum structure, design, and content for training programs of business and industry. Consideration should be given to the development of short-term training, workshops, seminars, and short-term flexible training.

The task force supports cooperation between community colleges and industrial parks to develop "skills training centers" located onsite. These centers would allow institutions and local industries the opportunity to develop programs that are uniquely designed to respond to their needs.

The VCCS should be actively involved in training special populations, including single parents, dislocated workers, educationally or economically disadvantaged, disabled, minorities, and the elderly. Community colleges should be primary providers of JTPA services (Job Training Partnership Act) to help economically disadvantaged individuals and dislocated workers obtain skills for employment.

Women and minorities will make up the largest share of the expansion of the future labor force. By almost every measure of employment, labor force participation, earnings, and education, this segment suffers greater disadvantages. The education and training of this population is critical to help fill the high-technology jobs of the future. Programs such as the Center for Single Parents and the Displaced Homemaker Network should be implemented to help women achieve academic and career success leading to financial independence and greater family stability. Community college/business partnerships should consider ways to optimize the potential of these populations and their special needs.

The average worker will change jobs 6.8 times and change occupations three times within a lifetime. Ninety percent of the world's scientific knowledge has been generated in the last thirty years. This body of knowledge will double by the year 2000. The rapid change in technology is eliminating millions of existing jobs, and rapidly transforming others. Thus, Virginia's entire work force, at all levels, needs periodic retraining to keep up with the increased amount of information and the changing workplace technologies.

The task force realizes a quality work force is Virginia's greatest resource. A commitment to the continuing development of this resource is critical. The VCCS will help provide the Commonwealth with a work force that has the ability and skills needed to become productive citizens and valuable employees.

Recommended Strategies:

V.A Customized Training: The VCCS should conduct an examination of all VCCS policies and procedures so that they can be modified, as necessary, to accommodate the need for specifically designed and customized training responsive to the needs of local businesses and industries.

V.B Focus Training: Each community college should work with local employers to assess workplace training needs and provide customized basic and technical training to help businesses upgrade the productivity of their work force and adapt to emerging technologies.

V.C Special Populations: The VCCS should identify and extend exemplary programs which respond to the training and retraining needs of special populations, including single parents, displaced homemakers, educationally or economically disadvantaged, disabled, minorities, and the elderly.

V.D Tuition Incentives: The VCCS should identify external resources and other incentives necessary to respond to Virginia's workforce demands and shortages, particularly by providing training and retraining opportunities for special populations such as displaced homemakers, senior citizens, and minorities.

V.E Advanced Manufacturing Training Center: The VCCS should seek a designated advanced manufacturing training center from funding by the National Institute for Science and Technology.

V.F Onsite Training: Each community college should develop an advanced capacity to provide specialized training to include: onsite training, specialized short-term training, workshops, seminars, and short-term flexible training.

V.G Apprenticeship Training: Each community college should work with local secondary school systems and/or the Department of Labor to meet the apprenticeship training needs of the Commonwealth.

V.H Minority Business Enterprise: Each community college should sponsor or support its local minority business enterprise program which is responsive to local needs and draws upon community resources.

CHALLENGE VI ADULT LITERACY INITIATIVES

Virginia's community colleges face the challenge of becoming active partners in the development and offering of programs responsive to the needs for literacy training in Virginia.

Background and Position:

Illiteracy is not a new problem for the Commonwealth of Virginia. A 1914 report sought to make illiterates "an extinct type of humanity by 1920." However, the problem continues. The 1980 census shows that one in five Virginia adults over the age of 25 has less than a ninth grade education. Programs reach less than 6% of these 670,000 people identified as illiterate. And the dropout rate for people enrolled in literacy programs, although greatly improved, is still almost 30%.

The Virginia Community College System, with its network of twenty-three colleges on 34 campuses throughout the state, is perfectly positioned to become an active partner in the statewide literacy effort. It is essential that the VCCS commit to this position if Virginia is to realize a substantial reduction in its illiteracy rate. Community colleges offer: the most attractive learning environment for many of Virginia's adult basic education students; and faculty and staff, by education and experience, who can bring unique and essential resources to local literacy efforts.

Recommended Strategies:

VI.A Adult Basic Education Partnership: Each community college should work actively with local agencies and school systems to ensure that all resources are dedicated and that strong partnerships exist locally to address the community's adult literacy needs through Adult Basic Education.

VI.B Literacy Support Training: The VCCS should work cooperatively with the State Office of Adult Literacy, Literacy Resource Center, Virginia Literacy Foundation, the Department of Education, and other organizations to identify the training needs of support personnel of adult basic education and determine the role of the community college as a provider of instruction.

VI.C Training of Instructors: The VCCS should develop and offer in cooperation with the Department of Education, Office of State Adult Literacy, and the Virginia Literacy Foundation a systematic and comprehensive training program for adult literacy instructors and tutors.

VI.D Learning Disabilities: The VCCS should establish a strategic plan to be responsive to the literacy training needs of adults with learning disabilities.

VI.E Regional Literacy Coordinating Committees: The VCCS should advocate representation of all community colleges in Virginia on the Regional Literacy Coordinating Committee by the local community college president or his/her designee.

VI.F Advancement of Reading Skills: Each community college should advance its reading courses as special interest courses to the general population, high school students, unemployed and underemployed workers, and other groups by emphasizing that reading rate and comprehension are related to worker success.

VI.G Community Development on Literacy: The VCCS should actively support and endorse all efforts within Virginia and the nation that further literacy, especially those community development programs which concentrate on workplace literacy.

VI.H Promoting Literacy: Each community college should sponsor and conduct inservice programs for area schools and businesses to develop strategies for promoting literacy within the school/company.

VI.I Literacy Training: The VCCS, as a primary provider of workplace literacy training and as a result of surveys of community colleges already involved in these programs and strategies developed with the Department of Education, should be positioned to take a strong role in the area of literacy training and economic development.

CHALLENGE VII MAXIMIZATION OF RESOURCES WITHIN THE VCCS

Virginia's community colleges face the challenge of providing a broad-based range of educational services for economic and human resources development to ensure effective and responsive actions between the community colleges and businesses.

Background and Position:

The Virginia Community College System has accepted as one of its challenges the opportunity to provide a broad-based range of educational services for economic and human resources development to foster and promote effective partnerships between colleges and businesses.

Each college serves a clientele that is unique to its service region and must, therefore, address economic development accordingly. The diversity in the Commonwealth is advantageous in many respects but may, in some instances, present unique challenges. That which is productive and responsive for urban northern Virginia is not necessarily applicable to rural southwest Virginia and vice versa.

Being a system of twenty-three colleges, the Virginia Community College System possesses an abundance of knowledge and experience in its human resources. Faculty and staff have developed numerous programs with business and industry worthy of recognition as models in-state and nationally.

The task force supports establishment of a VCCS statewide director of economic development who would work with the economic development liaison and specialists at each community college. The task force supports the establishment of recognition programs, resource centers, funding initiatives, and other approaches, as detailed below, which will stimulate maximum use of the resources allocated and available to economic development.

The task force recognizes the enormous potential for technology to enhance the delivery of instruction for economic development purposes through electronic media. The task force chose not to address electronic media issues as related to economic development in a full manner in that the Chancellor has appointed a "Task Force on Educational Telecommunications," and that group will be addressing the issue. However, the task force certainly would encourage that every consideration be given to the conclusions and recommendations regarding educational telecommunications because of the major impact on economic development and adult literacy.

Although more is being done to advance the accomplishments of Virginia's community colleges, it is past time to harness the potential and make maximum use of the resources within the Virginia Community College System.

Recommended Strategies:

VII.A Guidelines: Each community college should establish procedures and guidelines which address the delivery of educational services to businesses and industries and which assure the quality and integrity of those services.

VII.B Recognition of Exemplary Programs: The VCCS should establish an awards and recognition program which recognizes exemplary local training programs and economic development partnerships of community colleges with businesses, industries, and government.

VII.C VCCS Statewide Director: The VCCS should establish a position of statewide director for economic development to work in cooperation with the identified economic development personnel in each of the 23 community colleges.

VII.D Economic Development Liaison: Each community college should identify one staff member who has overall responsibility for economic development activities at the College, for purposes of sharing and networking with other community colleges.

VII.E Innovations: The VCCS should establish ongoing funding and support initiatives which encourage innovative efforts at cooperation and partnership for economic development among Virginia's community colleges.

VII.F Informational Clearinghouse: The VCCS should designate specific community colleges to serve as information clearinghouses and resource centers focused on particular aspects of economic development—e.g., rural, urban, inner-city, industrial, needs assessment.

VII.G Continuing Education of Faculties: The VCCS should establish a long-range plan and fund a program to provide continuing education opportunities for community college faculties in order to keep them current and closely related to workforce demands.

VII.H Telecommunications: The VCCS should provide for adequate campus and system-wide electronic media resources to support telecommunications capabilities and a statewide telecommunications network in order to further economic development.

VII.I Virginia Council on Vocational Education: The VCCS should encourage and provide incentives for expanded articulation in vocational-technical education between the community colleges and local public schools.

VII.J Ongoing Planning: The VCCS should establish ongoing strategic planning mechanisms, including an annual conference and a standing committee, which focus on economic development opportunities and challenges.

CHALLENGE VIII MAXIMIZATION OF RESOURCES WITHIN THE COMMONWEALTH

Virginia's community colleges face the challenge of building partnerships and extending the network of cooperation between the individual community colleges, the Virginia Community College System, and other national and Commonwealth initiatives dedicated to increased economic development activity.

Virginia's community colleges can play an even more important part in the planning and implementation of economic development in Virginia. A primary role of the community colleges in economic development is that of employee education and training. However, the system can also provide much needed support services and resources and truly be the agent for cooperation within the Commonwealth.

In Virginia, the responsibility of economic development is shared by a number of state agencies including the institutions of higher education, the Department of Economic Development, the Governor's Employment and Job Training Council, and the Virginia World Trade Association. An advisory group, a Chancellor's blue ribbon coalition, should be formed to address emerging issues related to economic development and the Virginia Community College System. Great care should be taken to ensure that the efforts of this group are well coordinated with the other appropriate agencies.

To help address resource requirements identified by the Chancellor's advisory coalition, certain community colleges should be designated as resource centers. These sites would be responsible for the dissemination of information and data pertinent to local economic development. Sources should include reports and data prepared by both regional and national associations and federal agencies. Each center would be equipped with computing workstations to access local/regional economic data systems.

Recommended Strategies:

VIII.A Keep America Working: The VCCS should become an active and recognized participant with the AACJC, ACCT, and other national associations tending to be responsive to national, state, and local needs for economic and human resource development, including the Keeping America Working project.

VIII.B Statewide Partnerships: The VCCS should establish ongoing partnerships with the Virginia Department of Economic Development, the Governor's Employment and Job Training Council, and the Virginia World Trade Association to advance the role of the community college in economic development.

VIII.C Advisory Coalition: The VCCS should establish a Chancellor's blue ribbon coalition to advise the System on economic trends, resource requirements, and support issues and provide a state-level forum to address emerging issues that relate to networking of education and economic development in Virginia.

VIII.D Dissemination of Information: The VCCS should establish a program which disseminates state level, regional, and national information to the community colleges on economic development and workforce needs and requirements, including information from the U.S. Department of Labor, U.S. Department of Education, U.S. Department of Commerce, Policy Boards, Workforce 2000, and Center for Occupational Research and Development.

VIII.E Economic Development Inventory: The VCCS should develop an inventory and produce a comprehensive guide brochure of programs in Virginia, which link higher education with economic development, to be available to businesses seeking educational services.

CHALLENGE IX COMMUNITY COLLEGE POSITIONING FOR LOCAL DEVELOPMENT

Virginia's community colleges face the challenge of positioning each college as a major educational resource for all kinds of community activities, including developing new ideas for community improvement, serving all segments and ages, and facilitating the work of other community agencies.

Background and Position:

The strength of Virginia's economic growth and productivity for the year 2000 is related to developing human resources. For Virginia business to compete nationally, let alone internationally, employee training must become a top organizational priority. Personnel development and training programs must be a key priority of a community college in serving community business needs and preparing a skilled work force.

The community college can upgrade the labor force by marketing its services and resources to the business community. By taking a proactive role, community colleges can ensure that workers are trained for the appropriate occupations and that businesses have the skilled work force needed to compete.

To make these contributions, however, Virginia's community colleges will need more effective positioning. The task force believes that the Commonwealth agencies and the VCCS itself will need to facilitate the local developmental efforts.

While each community college will want to concentrate its energies and resources upon the local environment, there is a need to bring together the "systemwide" priorities. There is a need to provide central and coordinating support for the divergent responses to economic development in each locale and region. And, there is a need to set a level of expectation and accountability for each community college to understand local economic trends and meet local economic development needs and interests.

Recommended Strategies:

IX.A Economic Trends: Each community college should identify an economic development specialist with responsibility to study and

understand the local economy, identify trends, and interpret changing needs to businesses and the college.

IX.B Divergence: The VCCS should recognize differences among Virginia's community colleges as reflecting of the responsiveness to local area economic development needs and the extent to which each college chooses to advocate business initiatives and change.

IX.C Marketing: The VCCS should establish a clearinghouse which describes the activities and programs of the community colleges in economic development, promotes the community college role in local initiatives, and identifies exemplary programs.

IX.D Accountability: The VCCS should establish an expectation for each community college to identify its annual and long-term goals for economic development and should include progress toward the attainment of these goals in the evaluation of accountability.

CHALLENGE X FUNDING SUPPORT ASSURANCE

Virginia's community colleges face the challenge of building partnerships and extending educational training and services as a mainline purpose while receiving adequate and equitable funding support.

Courses, seminars, workshops, and other offerings by Virginia Community Colleges in support of economic development activities or in support of specific businesses and industries should be seen as mainline functions of community colleges and should be afforded adequate, reliable funding support. Too often this is not the case. Far too much now depends upon whether the course or program can be offered for credit.

This is a vital issue in Virginia at this time. So much so that another task force, appointed by the chancellor, is addressing the classification and funding of continuing education and non-credit instruction in Virginia's community colleges.

In a recent policy statement on community services and continuing education—the category many of the programs for economic development most appropriately fit—the American Association of Community and Junior Colleges' Board of Directors recently declared:

> Historically, public funding has been provided for those educational programs and functions that are accorded high societal value or are seen as serving the large public good. Given the growing demand for lifelong learning emerging in the information age, community services and continuing education clearly address societal needs and national priorities. Consequently, a stable funding base both in the public and institutional domains will reflect commitment to these societal priorities and enable community services and continuing education to meet the educational needs of the future.

Virginia's community colleges must not expect to rely entirely on increased or broadened public funding to meet their goals of service to business and industry. There are public, corporate, and foundation grants that can be sought for specific types of programs and services. These and other special-purpose funding should be pursued with vigor.

Also, quite often the particular business or industry being served is both willing and able to provide substantial resources, even beyond normal fees or tuition. The development of business and other community partnerships was encouraged by the national Commission on the Future of Community Colleges in its landmark publication, Building Communities: A Vision For A New Century, and by the Committee on the Future of the Virginia Community College System in Toward the Year 2000: The Future of the Virginia Community College System.

Finally, the Virginia Community College System should encourage the development and extension of appropriate tax incentives and other ways to bolster individual and corporate donations of funds and equipment and to provide insulation from liability for industries that open their facilities for training and equipment sharing arrangement.

Recommended Strategies:

X.A Non-Credit Instruction: The VCCS should establish an equitable and incentive-based funding initiative for non-credit instruction that concentrates on supplemental and vocational training services.

X.B Corporate Sponsorship: The VCCS should seek out corporate sponsorships and business funded tuition to support the economic development efforts of Virginia's community colleges.

X.C Funding for Corporate Training: The VCCS should examine current policies toward the use of state funds to provide training for business and industry and seek methods to undertake selective training on a contract and fee basis.

X.D Tuition Alternatives: The VCCS should establish alternatives to student tuition payments for training employees of new and expanding small businesses.

X.E Business Partnership Grants: The VCCS should seek funding initiatives to allocate competitively to community colleges which need specific support dollars to respond to employer training needs for purposes of business expansion and diversification.

X.F Tax Incentives: The VCCS should advocate the establishment of increased tax incentives to stimulate more private and corporate sector donations of equipment and cooperative equipment sharing arrangements for customized training.

X.G Special Funding: The VCCS, in cooperation with the Virginia World Trade Council, should examine and respond to opportunities for special funding to advance international studies and business at the community colleges.

X.H In-State Tuition Privileges: The VCCS should request that the General Assembly provide in-state tuition privileges for employees and their dependents who move to Virginia and establish Virginia residency as a direct result of company expansion or relocation.

APPENDIX 1

Members, Task Force
on the
Role of the Virginia Community College System
in Economic Development

Dr. E. Timothy Lightfield (Chairperson)
Dean of the College
J. Sargeant Reynolds Community College

Dr. Donald E. Puyear (Ex Officio)
Assistant to the Chancellor
for Special Projects
Virginia Community College System

Dr. John F. Backels
President
Dabney S. Lancaster Community College

Mr. Donald Baker
Educational Programs Coordinator
Virginia Community College System

Dr. Roger Beeker
Division Chairman
Central Virginia Community College

Dr. E. T. "Joe" Buchanan
Dean, Campus and Community Services
Tidewater Community College

Mr. Roy Budd
Director, Center for Business and
Community Service
Thomas Nelson Community College

Mr. John Calabria
Associate Professor of Business
Blue Ridge Community College

Ms. Catherine Chew
Doctorate Student
Virginia Polytechnic Institute
and State University

Mr. Gary N. Graham
Director of Library and Media Support
Services
Rappahannock Community College

Mr. Robert Harrell
Director of Economic and Technology
Development
Center of Innovative Technology
Tidewater Community College
Paul D. Camp Community College

Mr. Dan Hix
Finance Coordinator
State Council of Higher Education

Dr. Anne-Marie McCartan
Coordinator of Academic Programs
State Council of Higher Education

Dr. Stephen A. Nunes
Director
Office of State Adult Literacy

Dr. Louise S. Rainis
Acting Director, Center for
Business and Government Services
Northern Virginia Community College

Dr. William F. Snyder
President
Wytheville Community College

Charge and Purpose
for the Task Force on the
Role of the Virginia Community College System
in Economic Development

Charge and Purpose

Chancellor Johnas F. Hockaday presented the following charge to the Task Force on the Role of the Virginia Community College System in Economic Development:

> The task force is to consider how the VCCS best can contribute to the ongoing economic development of the Commonwealth and of the localities served by each community college. The task force is also to consider the role of the VCCS in addressing the problem of adult illiteracy. In approaching its charge, the task force is to consider, but not be limited to, the recommendations in Toward the Year 2000: The Future of the Virginia Community College System concerning economic development and adult literacy training.

Review of Recommendations Cited

The planning document, Toward the Year 2000: The Future of the Virginia Community College System, contains the following specific recommendations which were cited for consideration by the task force:

> The Curriculum
>
> Virginia community colleges should refer students identified as reading below the fifth grade level, or with acute mathematical deficiencies, to local literacy providers, to community college programs designed for that level, or to other appropriate agencies.
>
> By 1992 the State Board for Community Colleges should evaluate the community college's involvement in literacy efforts; assess the Commonwealth's efforts to check adult illiteracy; define the future directions of community college involvement; and request appropriate resources.
>
> The Community
>
> The VCCS should assure that communication between the Virginia Department of Economic Development and VCCS colleges remains open. Further, the VCCS should support the coordination of programs between the colleges and the department.
>
> The VCCS should continue and enlarge its work with the Governor's Employment and Training Council and other appropriate coordinating bodies to clarify and strengthen the community college role in providing cost effective sponsored training, such as Job Training Partnership Act programs.

The VCCS should work with the Center for Innovative Technology to broaden the experimental technology transfer and economic transfer program to include all colleges in the system and to strengthen and broaden the role of the program to include problem areas other than "high-tech."

The State Board for Community Colleges should include in its legislative plan the promotion of economic development through the establishment and staffing of economic development centers at each college.

The State Board for Community Colleges should request that the General Assembly provide in-state tuition privileges for employees and their families who move to Virginia and establish Virginia residency as a result of company expansion or relocation.

The task force concluded that all the above recommendations were appropriate and, accordingly, all have been incorporated into the challenges and recommended strategies within this report.

PRESENTATIONS FROM THE BUSINESS COMMUNITY

The task force heard and considered formal presentations by the individuals listed below. We are indebted to these people for the information and ideas presented and which formed the foundation for our report.

Dr. Joe A. Adams — July 11, 1989
Director of Educational Programs
Virginia Department of World Trade

Mr. Mark R. Kilduff — July 11, 1989
Director of Industrial Development
Department of Economic Development

Dr. James E. Price — August 10, 1989
Executive Director
Governor's Employment and Job Training Council

Mr. James A. Bacon — August 10, 1989
Editor, Virginia Business
Media General Business Communications, Inc.

Mr. Paul Ellsworth — August 10, 1989
President
Metro Richmond Chamber of Commerce

Dr. L. Kenneth Harmon — August 10, 1989
Associate Director
Virginia Productivity Center

ERIC Clearinghouse for
Junior Colleges
DEC 15 1989